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This paper reviews the teaching of English as a second language in the secondary schools in the Transvaal, the syllabuses which have been in use since 1956-57, and the importance of an audiolingual approach. In attempting to discover the reasons for students' failure to attain a satisfactory standard of bilingualism, the author examines (1) the syllabuses and the teacher (the teachers are not linguistically trained); (2) the syllabuses and the pupil (the emphasis should be shifted to achievement of "articulacy" in language); and (3) the syllabuses and examinations (it is the examination even more than the syllabus that determines the kind of teaching which is carried out in all but the best schools, and an improved syllabus can therefore only be effective if the examination permits it to be so). Questions concerning which current linguistic theory to follow and whether to use traditional or audiovisual language teaching methods must be decided before revising the syllabuses. These two decisions will involve the whole hierarchy of the educational system in the Transvaal and South Africa--the administrators, the provincial authorities who will install the language laboratories, the examining boards who will have to devise new language proficiency examinations, university departments of English who will have to train linguists to write contrastive analyses of English and Afrikaans, and teacher trainers. (AMM)

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The Teaching of English as a Second Language in Afrikaans High Schools

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THE ENGLISH (SECOND LANGUAGE) SYLLABUSES AND THE TEACHING OF ENGLISH IN AFRIKAANS HIGH SCHOOLS IN THE TRANSVAAL

In terms of the circular letter accompanying the Secretary's request that I read a paper at this conference, I interpret my duties in this respect as going beyond the making of mere statements about syllabuses, testing, text-books, and other aspects of the teaching of English as a second language in Afrikaans high schools.

That the English Academy of South Africa has thought it desirable and necessary to hold a conference such as this, testifies to the fact that they are fully aware of a pressing need to review the present state of English so as to achieve a re-orientation with regard to the future of the English language in South Africa.

That they were right in doing so, is proved by the fact that in the past decade there has been an unprecedented, world-wide change in the general attitude towards the learning and teaching of modern languages. Perhaps the greatest single proof of this changed attitude was the promulgation in 1958 by the United States government of the NATIONAL DEFENSE EDUCATION ACT. (1). By this Act the teaching of modern languages was subsidized by millions of dollars annually, and official recognition was given to the need, for national defense purposes, of the ability to speak other languages besides the mother tongue.

In a paper read at the Georgetown Round Table on Linguistics, in March 1965, Professor Peter Strevens stated that language teaching in Britain was "in the throes of a revolution," and added that "the description of the present state of language teaching in Britain is difficult to achieve, as much because of the complexity of the events as of their untidyness." (2)

The present conference also testifies to the fact that this "revolution", which is rapidly changing the pattern of thought about language and language teaching in the Western World, is beginning to make itself felt in Southern Africa. I have no doubt that the Members of Conference will also want to review the teaching of English as second language in the light of these modern trends and developments in the sphere of language learning and teaching, and not only for the purpose of approving or condemning past or current practices in this field.

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(1) Originally named the HILL ELLIOT BILL, and passed on 2nd September 1958.

(2) Strevens, P.: Recent British Developments in Language Teaching (not published).

It is therefore imperative that we remember that the syllabuses at present in use in the Transvaal secondary schools were adopted in 1956 - 1957, i.e. ten years ago. Any discussion, evaluation or criticism of the syllabuses, textbooks, ways of testing language ability, and methods of teaching, should take this fact into account, for the obvious reason of the particular significance of the past ten years in the history of the teaching of language. Language teaching has undergone, if not a "revolution", then, at least, a "renaissance" in the past few years. A new era has dawned in the teaching and study of language, and in the future planning of modern language courses, educational administrators will have to think in terms of "language as communication" as their primary aim, and of modern electronic appliances (the language laboratory, sound films, closed-circuit television, etc.) as standard equipment for the language classroom.

I shall now proceed to deal with the subject of my paper in the light of what has been said above, and attempt at the same time to relate current conditions and practices to future developments, not intimating thereby that I have ready-made answers to the problems of syllabus making, classroom techniques, textbook writing, examinations, and other related issues.

THE SYLLABUS FOR ENGLISH: SECOND LANGUAGE. STDS. VI, VII & VIII. (3)

INTRODUCTION:

In the "Introduction" to the syllabus for these three standards of the secondary school, the Language Committee for English as second language of the T.E.D. has provided the teacher with a carefully worded statement of the approach to second-language teaching and of the method to be employed in teaching the second language.

The importance of an audio-lingual approach to the teaching of the second language is repeatedly emphasised: "The pupil must rather be presented with unending opportunities of USING the language, preferably in the spoken form" ..... while, in order to ensure "as much practice as possible" (for the pupil) "the technique of the controlled conversation lesson (involving drill in the structural patterns) has been developed". (Further) "the essence of language teaching will continue to be oral drill in the basic structural patterns" ..... (for) "as we are concerned with the acquiring of a skill rather than knowledge, constant repetition beyond the point where the pupil has mastered the pattern cannot be dispensed with. He must be brought to the point where he uses the pattern spontaneously, immediately and unreflectively."

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(3) A synopsis of the syllabuses has been appended. (Appendix A) Quotations are from the T.E.D. pamphlet (printed 1958): English Speech Exercises for AFRIKAANS MEDIUM SCHOOLS, Grades to Std. VIII.

Every teacher who knows anything about language teaching will recognise in these quotations a summary of the main body of philosophy about the learning and teaching of language. The emphasis is on mastery of the spoken language (aim) to be achieved through repetition (overlearning) in oral drills (method) of the basic structural patterns (the teaching subject matter) so as to attain what has elsewhere been described as "unreflective correct utterance".

"Other aspects of language teaching, namely, reading, recitation, spelling, and composition are complementary approaches" and the oral language lesson (controlled conversation) to teach the structural patterns "will be applied and developed in the written work" of which a "considerable amount is to be done at home". Thus more time should be available for oral instruction during lesson periods.

The subject matter is to "embody sentence patterns which belong to the living language and which are found in day to day situations". Teachers are further enjoined NOTto teach by setting "assignments from textbooks", and warned that "vague and involved explanations should be avoided and the pupils should learn the patterns through their active use".

This "Introduction" is at once a brief and lucid statement of the aims as well as the method of teaching English as a second language in the lower standards (forms) of the secondary school. And both aims and method are correct in their fundamental assumptions about the nature of language and of second-language learning and teaching. The syllabuses for the different standards are on the whole adequate to ensure the attainment of a satisfactory level of proficiency in the second language, if the emphasis is on language "in the spoken form", both as the method of teaching and as the contents (subject matter) of the respective courses.

Oral drills and the memorization of 'pattern sentences' are prescribed throughout the whole course, up to and including the Standards IX and X. (4). These should lead to "free oral and written expression, in which the patterns "can be used readily, easily and unreflectively." The importance of the skills of reading and writing is likewise recognised, and, while reading should whet the appetite for more and stimulate interest in reading, written work should culminate in "free writing".

This appears to be a sound programme and one that should yield the desired result of "unreflective correct utterance" in the second language. That this is not always so, we are only too well aware of. Students enrolling at Universities and Teachers' Training Colleges, or seeking employment after

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(4) T.E.D.: Syllabuses for Stds. IX and X (Roneod, 1959).

passing the final school examinations are often sadly deficient in their ability to use the second language, both in speech and in writing.

Who then are to blame? ..... the syllabus makers, or the teachers, or the writers of textbooks, or their examiners? Or are the students themselves to blame for their failure to attain a satisfactory standard of bilingualism?

I do not intend to single out any ONE of these as the guilty party. Rather than do that, I shall attempt to examine the role of each in turn, and leave it to the members of conference to pass judgement in the form of resolutions, or suggestions for the improvement of any, or all of them.

THE SYLLABUSES AND THE TEACHER

From what has already been said about the syllabuses, it should be apparent that at the syllabus makers' end there was not much wrong with these syllabuses. But, once a syllabus has been adopted by an education authority, its interpretation and implementation become the responsibility of the teachers of that subject.

When these syllabuses were adopted in 1957 they were indeed "new" to the teachers. At the first vacation course for teachers, following the adoption of the Stds. VI to VIII syllabuses, and held at the Heidelberg College of Education, in April 1957, it was evident that very few teachers were familiar with the fundamental assumptions about language and language teaching as formulated in the 'Introduction' to the syllabuses. We tried, in the short time at our disposal, to achieve some measure of orientation with regard to these matters. We were, I think, successful in clearing away a great deal of non-understanding and in elucidating the linguistic understructure of the syllabuses.

But was it entirely the teachers' fault that they were unable to cope with the syllabuses? It was not that they were incompetent on the linguistic side, but that they had not studied the "science of language", i.e. Linguistics, at university and at college. They had studied the traditional courses in Literature and Literary Criticism, the History of the English language, Anglo-Saxon and middle English, and Phonetics, but had had no instruction in Linguistics. They had learnt to know and to appreciate English Literature and had achieved critical insights that were both keen and accurate, but they had not had the opportunity of studying the stuff of poetry - Language. And it was language (grammar) that they had to teach for at least half the time they spent teaching English as a school subject.

(I have perhaps been generalising too freely, but even now graduates in English at some of our Universities study Linguistics for the first time in their post-graduate teachers' diploma course, if at all).

As far as the teaching of "language" (i.e. grammar) was concerned, they were, to quote Ronald Quirk, "in a no-man's land between the discredited old grammar and the unwritten new". (5) A position that has persisted to this day - even now teachers do not really know yet what grammar to teach - that of Charles Fries, or Noam Chomsky's. And with regard to methods of teaching they are in an equally precarious position, one might say with the Americans that they are "in a melting-pot", or that they have been caught up in the vortex of Professor Strevens' "revolution" in language teaching.

Even today, with language teaching almost everywhere in the Western world, and in South Africa too, in the process of being changed almost beyond recognition, as a result of the introduction into the language classroom of electronic and other audio-visual aids, we continue to be extremely conservative in the preparation of teachers of modern languages. Much of what is wrong with the teaching of the two official languages as second-language level may, I think, be ascribed to conservatism in the training of language teachers, rather than to incompetence of the teachers themselves.

Teacher training institutions in South Africa will have to face the challenge of this world-wide "revolution" in language teaching methods in order to maintain language teaching at the highest level of efficiency in this multi-lingual country of ours. Language teachers will have to be trained, or re-trained, to meet the demands of the 'new' language teaching.

The new language teaching needs the services of trained linguists. These can only be supplied by our universities and their training has become as essential to language teaching in a modern society as that of nuclear physicists and communications engineers. They are needed to back up language teaching with the much-needed research; to provide the linguistic descriptions needed in syllabus making, text-book writing, selection, grading, and presentation of language teaching materials, and in many other related fields. Though Linguistics, per se, may have no place in the language classroom, it is a vitally necessary part of the equipment of the language teacher, and Applied Linguistics, or the application of the findings, and the methods, of the scientific study of language to the teaching of language has already achieved scientific status.

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(5) Quirk, R.: (in) The Teaching of English, London, Secker and Warburg (1959), p.18

(6) The application of the Linguistic Sciences to language teaching is discussed in Chapter VI of "The Linguistic Sciences and Language Teaching. - Halliday, McIntosh and Strevens, Longmans, London, (1964).

Shouldn't the prospective English teacher, to take only one example, be required to major in English III and Linguistics III rather than in English and some other subject, for instance Sociology, or History? Should he not rather be required, or, at least, enabled, to study a degree course consisting of subjects like, for example, English Phonetics, General Linguistics, Applied Linguistics, and perhaps one or more modern languages.

THE SYLLABUSES AND TEXTBOOKS

No experienced teacher will deny that textbooks can be a powerful influence on the way the subject as a whole can develop. The writers of "The Linguistic Sciences and Language Teaching" are of the same opinion: "(that) the nature of the textbooks which are available to the teacher and to the class will have a profound effect on the way instruction is carried out. The writers of textbooks carry therefore a heavy weight of responsibility." (7)

After the adoption of the syllabus in 1957 teachers were, as far as the teaching of language (grammar) was concerned, literally in the "no-man's land between the discredited old grammar and the unwritten new." Soon, however, new series of language textbooks, (course books) based on the new syllabuses began to be published. These were of immense help to teachers: providing them with much needed teaching materials, selected and arranged in accordance with the new approach. These series of textbooks have exercised considerable influence on the teaching of English in Afrikaans-medium secondary schools. They are good enough that if pupils really know their contents well, they will have mastered a great deal of English by the time they leave school.

The question is: to what extent a language textbook can be used effectively as a teaching aid under prevailing classroom conditions. Is it not much overrated and, worse still, over-used?"

Are pupils, when doing exercises orally from a printed text, really listening to and speaking the language? Or are they merely reading the sentences from the printed text? Can, and do, such exercises really exercise those skills required in speaking a language?

More often than not, the textbook is a well-annotated and "over-cued" work. The instructions are so explicit, with examples and all, that once the

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(7) Halliday, McIntosh and Strevens: opus cit., Introduction, p.xiii.

pupil understands what he has to do, he is able to do the exercise with his linguistic faculties, mental and physical, only lazily ticking over. (8) Language originated from the desire to communicate. Is the pupil communicating, and with whom, when doing an exercise from a language textbook? Furthermore, we must beware of "exercises in structural dexterity, undertaken solely for the sake of practice, in order that performance may become habitual and automatic." (9) Such exercises I prefer to call "linguistic acrobatics" - the pupils are drilled to "jumping" from pattern to pattern (question ⟶ statement ⟶ negative, etc.) without ever making contact with "the full dimensions of language", (10) i.e. language as used in face-to-face language situations. Anthony Burgess defines grammar as "a technique for describing words in action". (11) For that reason the final phase in any oral drill on a grammatical pattern should consist of exercises that will require the student to activate the pattern he has learnt to handle with so much dexterity, by using it in self-created sentences. Suitable exercises of this kind are rare in the series of language textbooks that I know.

Doing exercises 'orally' does not afford pupils sufficient exercise of the right kind in the use of the structural patterns and the vocabulary of the new language to ensure that they will be able to use these "readily, easily and unreflectively" in face-to-face situations. Even with better textbooks than are now in use in schools in the Transvaal this would not be possible. Our pupils need much more practice in actually speaking their "other language" than can be provided in any school under current classroom and curriculum conditions.

THE SYLLABUSES AND THE PUPIL

It need hardly be emphasized that the responsibility for the linguistic development of the child is on the school as the focal socializing agency of the speech community. In order to keep up with social change with regard to the learning of and the need for languages, the emphasis in language teaching should be shifted, more deliberately, to achievement of "articulacy" in language. In modern society, requiring as it does widespread power of communication, the ability to talk plainly and intelligibly and to listen intelligently, "the need is for spoken literates", (12) as opposed to "spoken illiterates" - frustrated because

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(8) This complaint was also voiced by Brian Dutton: Guide to Modern Language Teaching Methods, London, Cassel (1965), p.165.
(9) Brooks, N.: Language and Language Learning, N.Y., Harcourt Brace (1960) p.1
(10) ibid., p.106
(11) Burgess, A. Language made Plain, London. E.U.P. (1964), p.102.
(12) Hitchman, P.J.: Examining Oral English in Schools, London, Methuen (1966) p.7.

they cannot express themselves. The McNair Report (1944) already singled out as the three most important requirements: "clear, and, if possible pleasant speech, the power to say and write what one means, and the capacity to direct one's understanding to what other people say and write." (13)

"The nation's need for spoken literacy is far greater than its need for good voice production, Received Pronunciation, or any other forms or aspects of an acceptable accent." (14) In order to achieve this we should perhaps distinguish between speech and language, (15) calling speech language in action, and using language to refer to the linguistics stored in the individual memories of members of the speech community and in its literature. Then speech teaching can achieve a new dimension: that of activating the linguistic store, i.e. the structural patterns of its grammar and the lexis of the language. This as I see it, should be the task of the "new" language teaching, also with regard to the second language of the student or pupil. It should put more emphasis, in the teaching of language, on "the intrinsic capacity (of language) for generating new sentences", (16) as the second language pupil's most pressing need.

For the majority of our pupils contact with their second language is limited to the English language classroom and to the five-six periods per week they spend there. Now, while subjects like Mathematics and History, or Physical Science may be taught equally well at schools situated anywhere in the province, language teaching depends for its success upon "environmental reinforcement" by the socio-linguistic environment. Lacking this, language learning virtually amounts to learning it "in a vacuum". And this is the position of the Afrikaans-speaking pupil in a rural high school in a town where English is seldom heard and where he never needs to speak it himself outside the classroom. (The English-speaking pupil living in, for example, Houghton, is in the same position with regard to his second language, Afrikaans).

This immediately poses the question of pupil-motivation. In a unilingual Afrikaans environment the pupil lacks the stimulus to improved motivation unconsciously provided by the thought that he will soon (perhaps that very afternoon) have to speak English to someone. Motivation is also exceedingly difficult to achieve and to maintain, if the same method of teaching is employed day after day, ad nauseam; the more so because one of the dangers inherent in a method that relies almost exclusively upon repetition, is lack of interest and the resultant boredom.

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(13) Hitchman, P.J.: Examining Oral English in Schools, London, Methuen (1966) p.8. (quoted)

(14) ibid. p.10.

(15) This distinction should not be confused with that made in the Syllabuses between 'Free Conversation' and 'Controlled Conversation' to describe two kinds of language lessons.

(16) Chomsky, N.: The Logical Basis of Linguistic Theory, (in Proceedings of the Ninth International Congress of Linguists, The Hague (1964), pp. 914-15.

Big classes of up to thirty and more pupils are a feature of the present day secondary school system. The second-language ability of the pupils in these classes may range from somewhere near zero to a near-perfect command of the language. The problems engendered by these large and heterogeneous classes are well known to every second-language teacher. As the size of the classes preclude any possibility of individualizing instruction, unison drills have become the mainstay of language teaching procedures.

The use of a language laboratory can provide a partial solution to the problem of individualizing instruction in large groups and of overcoming the diversity in language ability of the pupils. At the same time language laboratory techniques also effectively strengthen motivation because, in a sense, the human mind is pitted against a machine that moves forward relentlessly from cue to cue. Accepting this challenge seems to have the psychological effect of strengthening student motivation, resulting in both greater concentration and improved student performance.

Looked at from the point of view of the pupil's need, we have to find a syllabus and a method of teaching that will have the effect of "the years of bombardment and accumulation that teach us our native tongue". (17)

THE SYLLABUSES AND EXAMINATIONS *

"There can be no doubting the insidious and nefarious influence which external examinations have exercised on modern language teaching. It may be difficult to see why at first. After all, the examiners seem to ask for relatively simple knowledge of the language, and the passmark is not high. Yet preparation for these examinations has too often constituted what passes as language teaching in this country." (18) This quotation refers to conditions in Britain, not in the Transvaal, but it may, to a greater or to a lesser extent, apply to conditions here too, since the final school examination is also an external examination, and, as Robert Lado, says, "we will want to ask (of all examinations) what effect the test may have on teaching practice?" (19)

In order to discover more about the effect of the final public examination on the teaching of English, an analysis was made of 10 of the Language papers set over the last five years, in respect of the types of questions, their frequency, and the allocation of marks. A subsequent examination and analysis of about forty similar papers set by teachers for mid-year, record and other examinations at different high schools, showed that the bulk of their questions were of the

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* See Appendix B for analysis.

(17) Jerman, J.A.: (in) Guide to Modern Language Teaching Methods London, Cassel (1965), p.41.

(18) Jerman, J.A.: (in) Guide to Modern Language Teaching Methods, p.55.

(19) Lado, R.: Language Testing, London, Longmans (1961).

same kinds as those set in the final examination papers, and that the allocation of marks also closely followed the pattern of the external examination papers.

It may thus be safely assumed that teachers allow themselves to be guided to a considerable extent in testing the language achievement of their classes by the final examination papers. However, to determine the extent to which their teaching is influenced by the form of the final examination papers, is largely a matter of conjecture. That it is so, is certain. A tacit recognition of the cramping effect of a system of public examinations on teaching, is suggested by the fact that permission has been granted to the T.E.D. by the Joint Matriculation Board to do away with the external examination in a number of Transvaal high schools at the end of 1967. No doubt a major issue in this experiment will be to eliminate the evils (chiefly that of coaching, I think) resulting from such a system, and to give teachers and pupils greater freedom in dealing with the prescribed syllabuses.

On the other hand, the fact that a public examination has to be written, forces the teacher to cover the syllabus as fully as possible. It must be emphasized that the ultimate value of, for example, the common fill-in-the-missing-word, or change-the-following-into-questions types of exercises in the development of the pupil's language ability cannot be summarily denied, since even these must leave an important and necessary sediment of correct language habits, if taught persistently over so many years.

With regard to the form in which the questions were set, it was found that the fill-in-the-missing-word/correct form/most suitable word/etc. type of question was most popular and numerous. In 1965, for the first time in the history of the Transvaal public examination system, candidates were required to fill in all answers to the Language paper on the question papers. This has the advantage that the examiner can test so much more in the available time. These papers carried about twice as many items as any previous paper, and were in this respect more satisfactory.

One valid objection against the fill-in type of question as a test of language proficiency is that it tests recall of language items (structural and lexical) in heavily contextualized sentences or passages, rather than ability to integrate such items into meaningful contexts. "In the actual use of Language the student is faced with ..... an integrated single stream of speech", (20) and his ability to cope with this "stream of speech" cannot be tested satisfactorily in this manner. If teachers should take to coaching pupils for the examination,

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(20) Lado, R.: Opus cit. p.204.

it may easily result in an unhealthy shift of emphasis from the active (creative) use of language to ability to recognize contextual clues and to respond correctly to the presence of such clues.

I conclude with another quotation, which aptly summarizes my own views on this matter of examinations and the syllabus: "Whatever techniques and principles may be developed for evaluating and constructing language teaching syllabuses, in practice it is the examination even more than the syllabus that determines the kind of teaching which is carried out in all but the best schools in an area, and an improved syllabus can therefore only be effective if the examination permits it to be so." (21)

CONCLUSION

In concluding this paper, I wish to refer to the syllabuses once more in the light of what has been said about modern developments in linguistic theory and the description of language, as well as in methods of teaching language.

An attempt to define the linguistic basis of the present syllabuses or to determine their scope could serve no useful purpose, except to confirm what we already know: that they cannot any more be considered linguistically up to date and are, therefore, not entirely suitable for teaching by modern audio-visual methods of language teaching.

However, any worthwhile change in the syllabuses can be made only after taking final decisions about:-

(a) which of the many current linguistic theories should be used as understructure of the new syllabuses, and,

(b) are traditional or modern, audio-visual, language teaching methods to be used in the teaching of the second language?

These two decisions will involve the whole hierarchy of the educational system in our province, and our country:

The Director and the Department of Education who will have to sanction this revolutionary change in our approach to language teaching;

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(21) Halliday McIntosh & Strevens: opus cit. p.216.

the provincial authorities who will have to subsidize the instalment of language laboratories, and other equipment, in all secondary schools;

the examining bodies, including the Joint Matriculation Board, that will have to devise new methods of examining language proficiency;

University Departments of English that will have to provide the trained linguists to formulate a suitable linguistic description of English, and possibly a comparative description of that with Afrikaans, for use by syllabus makers and testbook writers;

the Teacher Training Colleges that will have to train, or, more likely, to re-train teachers to understand and interpret the new syllabuses and to apply the new methods of teaching.

A formidable task, but one that will have to be faced if we have the future of English as a second language in South Africa at heart.

APPENDIX A.

THE ENGLISH (SECOND LANGUAGE) SYLLABUSES.

The syllabuses for Stds. VI, VII, and VIII have been published in a pamphlet: "English Speech Exercises for Afrikaans Medium Schools" (Grades to Standard Eight).

STANDARD VI

After giving the syllabus for Std. VI in brief, the pamphlet proceeds to give 29 pages of examples (pattern sentences)of the prescribed patterns. At 30-40 examples to the page, this means that well over a thousand pattern sentences are given as a further guide to teachers and pupils. The syllabus comprises the following:-

a) The four main patterns (statement: positive and negative, interrogative, and emphatic) for the following tenses: Present, Continuous, Past Continuous, Present Indefinite, Past Indefinite, Future Indefinite, Past and Present Perfect tenses.

b) Auxiliaries (12) e.g. can (ability/permission), etc.

c) Passive Voice: S xV(to be) x Pa.Part.; S x aux. x V (to be)x Pa. Part.

d) Patterns containing the -ing form (as subject, object, etc.)

e) Sequence of Tenses (12 different combinations of (a) above.

f) Patterns involving conjunctions (14).

g) Direct and Indirect Speech: Primary and Historic sequence, in the three indefinite tenses, and involving the use of the auxiliaries under (b) above. (4 pages of examples).

STANDARD VII

a) Three more tenses: Future Continuous, Present Perfect, Continuous, and Future Perfect tenses are added.

b) Patterns involving the use of the infinitive form, e.g. to express futurity, desire, intention, commands, etc.

c) Auxiliaries (10 - mainly Past tense: could, etc.)

d) Passives: S x aux. x have/had been x Pa. Part.
S x aux. x being x Pa. Part.

e) Conjunctions (14) - e.g. or, or (else); unless, etc.

f) Direct and Indirect Speech (both sequences, involving most of the above patterns of tense and auxiliary verb usage.)

g) Adverbials, Adjectives and Adjective patterns, Noun patterns.
h) Elliptical patterns expressing negation.
i) The use of 'it' and 'them'.

There are 28 pages of examples of pattern sentences, of which those of Direct and Indirect Speech alone cover 10 pages (i.e. about 1 700 pattern sentences).

STANDARD VIII

a) Patterns of the Infinitive: would (frequentative), used to.
b) Patterns involving the use of the Past Participle: would have, could have, should have, etc.
c) Passive Voice: (interrogative): e.g. is/are, can be, may be, ought to be, might have been, was/were being, etc.
d) Conjunctions (5): either-or, not only-but also, etc.
e) Direct and Indirect Speech.
f) Interrogatives: mostly those involving aux. verbs.
g) Adverbial patterns - end, mid, front positions.
h) Adjective patterns - words, adj. x infinitive, etc.
i) Noun patterns - (pro)noun x infinitive, etc.
j) Pronouns - defining and non- defining relatives.
This is followed by 35 pages of pattern sentences, (nearly 23 pages of Direct and Indirect Speech patterns).

This brief summary indicates the scope of the syllabuses for the stds. VI-VIII and the detail to which those responsible for the syllabuses went in order to ensure the teacher knows what he has to do in the language classes of these 3 standards.

READING - Stds. VI, VII and VIII

AIMS: The general aims of reading as formulated in the Syllabuses, emphasize the social and cultural values of reading, while it is also stated that "the aim should not be limited to teaching pupils the ability to read; they should be taught to want to read."

The specific aims are:

a) Development of the skills, e.g. accuracy and independence in word-recognition, eye-span, eye-voice-span, phrasing, intonation, enunciation, etc.

b) Stimulation of interest in reading.

c) Silent reading - for speed and comprehension.

d) Intensive reading to develop powers of comprehension.

The course content is stated in detail; from which only the following:

a) Differentiated reading materials are suggested for the three streams with, for the A-stream, "the addition of books that demand appreciation of literary qualities ..... to make the pupil amenable to literary influences that will affect his own style of writing."

b) In the choice of reading materials "the interest factor in all types of material is of utmost importance and the choice of books should be influenced by the preferences of the pupils themselves."

c) Reading material is to include books ranging from "graded remedial readers" to books "not written for any educational purpose (to) encourage reading habits."

d) 16, 12, and 8 books are set for the A, B, and C streams respectively, for reading in class and at home.

e) The value and the teaching of silent reading are emphasised, as are also the importance of comprehension, the use of the library, and that reading "should stimulate enjoyment and create an appetite for more reading."

POETRY AND RECITATION

In the teaching of poetry appreciation comes first, and the first aim is that of "opening a window to worthwhile human experience". The approach to the teaching of poetry should be, it is suggested, through narrative poetry, but "the window is not completely opened until poems of feeling (lyrical poetry) can be accepted and enjoyed" - these should include love-poems, religious, and patriotic poems.

It is suggested that some poetry should be memorised, though the amount to be memorised is left to the discretion of the teacher. Choral speaking of verse and miming are recommended, while "recitation ..... should not be limited to verse, but should include prose passages". Poetry should be read aloud to the pupils and the value of "half-learning" poetry is mentioned. The keeping of anthologies, except for small private collections, is not recommended, but pupils should be presented with a choice of poems.

Differentiation can be achieved by way of selection and the A-stream pupil "should be taxed in regard to his grasping of content, particularly of lyrical poetry," and even of "poetry in the modern idiom". The writing of

verse by more advanced students is to be encouraged, while a distinction is made with regard to procedures of "studying" poetry (for memorisation) and reading poetry "for appreciation" - "here teachers must avoid 'dissecting' a poem."

WRITTEN WORK

SPELLING "The teaching of spelling should be systematic and regular. It should be related to language work and should serve as preparation for written work, more particularly for composition." Starting from words linked by association with a general theme, it should lead to the teaching of groups of words ("family words") "linked by similarity in form". Teachers should aim at "equipping the weaker pupils with a basic spelling vocabulary" of high-frequency words. Pupils should also be taught to use the dictionary to solve spelling problems, and are warned that "the final test of spelling ability is the writing of continuous matter correctly."

PUNCTUATION This should also be taught systematically and it is described as "a part of spelling, as it is mainly used to indicate intonation in writing."

Written work is divided into:

a) Written work based on the patterns, e.g. the writing of pattern sentences from memory, completion exercises, combining sentences, changing patterns, and mixing patterns learnt previously with those currently taught.

b) Composition: Here the suggested progression is from completion exercises (grammatical forms and vocabulary) to paragraphs of the pupils' own composition (as a follow-up to oral work), and, finally, to the full-length composition. In composition "the emphasis is rather on correctness in writing than on originality."

c) Letter-writing: It is regarded as important since "it provides an exercise in getting the tone appropriate to a situation (and) an opportunity for airing the emotive patterns, (and for bringing) writing to the level of conversation and providing for richness in idiomatic usage." The following are suggested: notes (e.g. to the butcher); friendly notes - to express thanks, etc.; invitations; descriptive and narrative letters - to pen-friends and relations; business letters - ordering, enquiry, etc.; notices, and telegrams.

DIFFERENTIATION

Differentiation is an accepted practice in secondary education in the Transvaal. The syllabuses recognise the importance of dependence upon the basic structures for all three streams (A, B, and C), and therefore differentia-

tion should be concerned with "degrees of difficulty based on complexity of structure and richness of vocabulary, and not with limitation for the weaker pupils, of the field of patterns covered." Grading for the three 'streams' should be "based on complexity in the mixing and combining of pattern structures, the method of presentation, the level of abstraction reached ..... and not on the actual type of pattern used."

STANDARDS IX AND X

This syllabus is based on a two-years' course leading to a public examination and adds very little to the language work prescribed in the Syllabuses for Stds. VI-VIII. "Grammar" is still to be presented "in the form of examples of the fundamental patterns which are to be learnt by heart." The approach must be "inductive and based on a sufficient number of examples committed to memory, (as) the purpose is ..... to teach him (the pupil) to speak and write the language." ..... "The learning of the pattern sentences will naturally be followed by the application of the newly-acquired skills in designed exercises, as well as in free oral and written expression."

It is assumed that the "most important structural patterns of English are covered in the Standards VI to VIII Syllabus" ..... "These patterns should now be used on a higher level of discourse," (but) "the oral approach to the study of the second language should never be discarded and oral drill will continue to be needed ..... "

APPENDIX B.

ANALYSIS OF FINAL (STD. X) EXAMINATION PAPERS

The final (Std. X) examination comprises three papers: viz. Language, Literature, and Composition and Letter. The total marks for the three papers are, respectively 100, 70 and 80 (figures for 1965). An oral examination is taken by the teacher, controlled by the Inspector of Education, in the third term, the marks of which are added to those of the final examination papers. A record examination (2 to 3 months before the final examination) yields a further mark that is also added to the total mark for the final examination papers.

An analysis of 10 of the Language papers set overthe past five years yielded the following data:

TYPE OF QUESTION	in no. of papers ex 10	marks for ex 100*
Concord x verb form	5	4-6(5)*
Prepositions (fill in correct)	9	4-10(10)
Vocabulary definition - one word	9	2-10(10)
antonyms (opposites)	4	2-10
synonyms	1	5
plurals	2	5
gender	3	1-4
diminutives	2	2
correct word (words given)	4	5-7(5)
a suitable word	9	3-10(5)
Adverbs/Adjectives inflected forms	8	2-10(5)
Pronouns - correct forms of	4	2-5(5)
Direct/Indirect Speech: Dir.-Indirect	10	6-10(10)
Indir.-Direct	2	4-5
Active and Passive Voice:	7	5-10(10)
Verb - tenses in passages or sentences:	10	10-42(30)
(including conditionals) auxiliaries - fill in:	2	5
Synthesis - conjunctions given:	4	3-10
conjunctions not given:	4	4-10
conjunctions - fill in:	2	5
Completing sentences	3	6-10
Questions - convert statements into:	4	5
supply - given the answer:	4	2-10
Negatives - given positive statements:	5	2-5(5)
Word-order - rearrange sentence parts:	1	6

*Figures in brackets represent the mark allotted to the type of question in the majority of the papers, i.e. 50%, or more.

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